PEACE CORPS PREP STUDENT GUIDE

The Peace Corps Prep program will prepare you for international development fieldwork and potential Peace Corps service. To accomplish this, you'll build four core competencies through interrelated coursework, hands-on experience, and professional development support. These four competencies are the following:

1. Training and experience in a work sector
2. Foreign language skills
3. Intercultural competence
4. Professional and leadership development

This document explains each of these requirements in detail. ***Use this guide to map out your Peace Corps Prep course of study with your PC Prep advisor.*** In particular, refer to this document when completing your PC Prep application, where you'll need to document how you plan to fulfill each requirement.

Getting started in the CSI Peace Corp Prep Program:

All students at CSI complete general education requirements in fulfillment of the associates or baccalaureate degree. CSI's General Education Goals are designed to develop foundations for life-long learning, promote engagement with important local and global issues, and foster intellectual knowledge, practical skills, and ethical judgment. Within the General Education requirements exist both the Common Core (which includes the Required and Flexible Cores) and the College Option. Within these broad frameworks the same values and ideas contained in the PC Prep program exist making the PC Prep program available and achievable to all students across the curricular spectrum at CSI.

In particular, the CSI General Education requirements and the PC Prep program share common learning outcomes for knowledge and civic engagement including:

Intercultural Knowledge
- Knowledge of human cultures through study in the social sciences, humanities, histories, languages, the arts, science and mathematics
- Engagement with overarching questions, both contemporary and enduring
- Analyzing and addressing transnational issues, including the role of the United States in the world
- skills and knowledge that support effective and appropriate interaction in a variety of cultural contexts

Knowledge of the Physical and Natural World
- Knowledge of the physical and natural world through study in the sciences, mathematics, social sciences, humanities, and the arts
- Addressing important real---world questions, both contemporary and enduring
- Engagement with global issues
- Exposure to the experimental method of science

Critical and Creative Thinking Skills
- Capacity to adapt knowledge, skills and responsibilities to new settings and questions

- exploration of issues, ideas, artifacts, and/or events before accepting or formulating an opinion or conclusion
- creativity and innovation

Quantitative and Mathematical Reasoning Skills

- mathematical reasoning
- complex problem solving
- solving quantitative problems from an array of contexts and situations
- understanding and creating arguments supported by quantitative evidence

Written and Oral Communication Skills

- capacity to understand, develop and express ideas through writing and speech in clear, grammatical and appropriate ways
- ability to present ideas using a variety of texts, information, styles, images and performances
- producing effective communications while working individually or collaboratively

Ethical Judgment and Personal Development

- ability to assess ethical values and the social context of issues
- application of different ethical perspectives and consideration of the ramifications of alternative actions
- an open and aware attitude toward the self and others and awareness of the ethical dimensions of human action whether individual or collective
- critical engagement with issues such as beliefs, race, class, ethnicity, gender, ability, and sexuality, both locally and globally

Social Responsibility and Civic Engagement

- civic knowledge and engagement, both local and global
- principled participation in activities of personal and public concern
- engagement with global issues, including the role of the United States in the world
- exposure to service-based learning

In addition, the World Cultures and Global Issues Pathways Learning Outcomes ensure a student will be able to:

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues
- Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
- Analyze the historical development of one or more non-U.S. societies.
- Analyze the significance of one or more major movements that have shaped the world's societies.
- Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.
- Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

In short, the CSI General Education Core and degree program requirements at CSI share many commonalities with the PC Prep program. Below are the specific requirements to compete the PC Prep program. You'll find flexibility in the requirement that will fit into nearly any major on campus. Course work below is, except where indicated, a general guideline and you should speak with a PC Prep advisor for more guidance.

1. **Training *and* experience in a specific work sector**

Leveraging concrete knowledge and skills is central to on-the-ground international development work. Through this PC Prep program, you will begin to build a professional specialty, which should serve your career well whether or not you become a Peace Corps Volunteer. Many students will choose to develop this specialty within their major or minor however others will choose to build expertise outside of their major area study.

For PC Prep, you need to complete at least **3 courses** that align with a specific work sector. These courses should be in the same discipline or cross-listed within your selected discipline. Closely related courses from outside your chosen discipline can be substituted with the approval of your PC Prep advisor. You also must accumulate **a minimum of 50 hours of volunteer or work experience in that *same* sector over the course of the program**, preferably in a teaching or outreach capacity.

Peace Corps Tip!

If you intend to apply to the Peace Corps, the best way to assure that you will be a strong candidate is to explore Peace Corps' openings and identify the type of assignments in which you'd like to serve (www.peacecorps.gov/volunteer/volunteer-openings), then review the positions' required and desired qualifications and build them up accordingly. In the process, you should fulfill these PC Prep experiential requirements!

There are six sectors (www.peacecorps.gov/volunteer/what-volunteers-do/) in which Peace Corps Volunteers serve. You will find details on each sector below and online. You will **choose one sector to focus on** then at least 3 courses + 50 hours of related experience in that sector.
   Note: Actual Peace Corps assignments are based on local needs, and thus may or may not align seamlessly with your qualifications. Flexibility is central to the Peace Corps experience!

Sector 1. **EDUCATION**

Teach lessons that last a lifetime. Education is the Peace Corp's largest program area. Volunteers play an important role in creating links among schools, parents, and communities by working in elementary, secondary, and postsecondary schools as math, science, conversational English, and resource teachers or as early grade reading and literacy teacher trainers. Volunteers also develop libraries and technology resource centers.

*If you choose Education, take **three** courses from **one** of the following areas:*
- Elementary, Secondary or Special Education
- English or Linguistics
- Math
- Computer Science
- Engineering
- Any Physical or Biological Science

Courses particularly relevant to service-oriented fieldwork are listed below. Students are encouraged to choose at least one course from the list below for inclusion in the three-course requirement.

- AAD 321 Race, Law, and Public Policy in the Contemporary United States
- AMS 214 America in the World
- AMS 306 Latinas/os in the United States
- ANT 100 Understanding Our Worlds
- ANT 225 Multicultural Literacy
- ANT 305 Power and Society in Latin America
- ANT 308 Anthropology of Human Rights
- ANT 331 Women and Work
- ANT 332 Social Movements and Social Justice
- ANT 350 Foraging Societies
- BIO 220 Healthcare Law and Ethics
- BIO 321 Conservation Biology
- BIO 324 Developmental Biology
- CHN 308 Gender and Sexuality in China and Japanese Literature
- CHN 313 Advanced Communication Skills in Mandarin Chinese
- DRA 350 Theater for Social Action
- EDC 310 Reading and Writing in the Primary Grades
- EDC 440, 441 Student Teaching and Seminar in Early Childhood Education I, II
- EDE200 Social Foundations of Education
- EDE 400 Student Teaching in Elementary Education
- EDS 400 Student Teaching in Secondary Education
- EDC 316 Social Contexts of Early Childhood Education
- EDS 201 Social Foundations of Secondary Education
- ENH 209 Literature and Global Cultures
- ENH 223 Introduction to African Diaspora Literature
- ENH 224 U.S. Literature: Multicultural Perspectives

- ENL290 Introduction to Literary Studies
- ENL310 World Literature in Contexts
- GEG 102 People and Their Environment
- GEG 232 Social Geography
- GEG 250 Conservation and Humanity
- GEG 252 Economic Geography
- GEG 260 Urban Geography
- GEG 264 Political Geography
- GEG 266 Environmental Ethics
- GEG 275 Place, Race, and Racism
- GEO 102 Earth Systems History
- HON 205 Non-U.S. Experience: Humanities
- HON 206 The Non-Western Experience: Social Sciences
- HST 267 Contemporary African Issues
- HST 284 The Soviet Union and Contemporary Russia
- HST 305 Women in Latin America
- HST 330 Nationalist Movements and the Process of Independence in Africa
- HST 331 Black Intellectual Thought in the African Diaspora
- HST 352 Resistance and Revolt in Latin America
- INT 203 Gender in the Contemporary World
- INT 305 Power and Society in Latin America
- INT 332 Social Movements and Social Justice
- MTH 306 History of Mathematical Thought
- NRS 305 Women's Health Issues Across the Lifecycle
- NRS 310 Interpersonal Dynamics for Professional Nurses
- NRS 315 Cultural Immersion and Global Health
- PHL 238 Ethical Issues in Business and Society

- o PHL 266 Environmental Ethics
- o POL 343 Democracy and Democratization
- o POL 349 Comparative Human Rights
- o PSY 213 Cross-Cultural Psychology
- o PSY 235 Gender and Sexuality
- o PSY 350 Prejudice and Social Identity
- o SOC 202 Gender, Race, Ethnicity, and Class
- o SOC 260 Class, Status, and Power
- o SOC 328 Gender and Violence
- o SOC 340 Ethnicity and Immigration

- o SOC 350 Psychosocial Aspects of Disability
- o WGS 201 Introduction to Women's, Gender, and Sexuality Studies
- o WGS 202 Gender, Race, Ethnicity and Class
- o WGS 203 Gender in the Contemporary World
- o WGS 204 LGBTQ Narratives
- o WGS 368 Queer Studies
- o WGS 369 Gender and the Negotiation of Difference
- o WGS 375 Sex and Society

This list is not exhaustive and other courses not on this list may be used in fulfillment of this requirement. Courses used should related both to the content area selected above and be relevant to preparation for service-oriented fieldwork. Foundational courses in the math and sciences for example, could be used as base-knowledge in preparing students for tutoring or other service-oriented teaching roles. A program administrator can assist you in determining the eligibility of any courses.

*And build 50 hours of **related** field experience through a teaching or outreach activity.*
- Teaching or significant outreach and mentoring may be in a classroom, with a community outreach organization, or in a formal tutoring capacity.
- The teaching, mentoring, or tutoring may be at the elementary or secondary levels and should focus on regular education, special education, the arts, or a Science Technology, Engineering, or Mathematics (STEM) related subject.

Examples of field experiences include student observation, student teaching, tutoring at the K-12 levels, or teaching in a youth outreach program. You may be able to complete this through your practicum coursework (Education, Social Work, etc.) or you may choose to arrange this on your own. Other volunteer opportunities for teaching exist through organizations such as the Department of Youth and Community Development, South Bronx United Boys Prep, Goddard Riverside Community Center, City Tutors, and Imani House, Inc. Tutors and mentors work in a variety of capacities assisting and preparing K-12 students for success. Both your PC Prep advisor and the Center for Professional Development can assist you in finding an appropriate opportunity.

Students in CSI's School of Education engage in a rigorous program of field work/ student observations and student teaching. In the undergraduate programs in childhood and adolescent education, for example, most students are seeking New York State teacher certification. As such, they must complete a minimum of 100 hours of observation/ field work. The program requires that students be exposed to a variety of school settings. Thus, the field work calls for them to experience high-need schools (Title 1), special education programs, as well as classes for English Language Learners (ELL). All Education classes in the teacher training program include a fieldwork/ observation component. Upon completion of their coursework,

the students are placed in New York public schools for student teaching. As such, this experience would satisfy the requirement.

2. **HEALTH**

Serve on the front lines of global health. Health Volunteers work within their communities to promote important topics such as nutrition, maternal and child health, basic hygiene, and water sanitation. Volunteers also work in HIV/AIDS education and prevention programs to train youth as peer educators, develop appropriate education strategies, provide support to children orphaned by the pandemic, and create programs that provide emotional and financial support to families and communities affected by the disease.

If you choose Health, take three courses from one of the following areas:
- o Nursing
- o Physical Therapy
- o Biology
- o Environmental Engineering

Courses particularly relevant to service-oriented fieldwork are listed below. Students are encouraged to choose at least one course from the list below for inclusion in the three-course requirement:
- o BIO 321 Conservation Biology
- o BIO 324 Developmental Biology
- o ESC 110 Meteorology and Climatology
- o ESC 111 Meteorology and Climatology Laboratory
- o ESC 302 Hydrology
- o ESC 402 The Science of Global Warming
- o NRS 220 Family-Centered Maternity Nursing
- o NRS 221 Child Health Nursing
- o NRS410 Community Health Nursing
- o PHT 703 Foundations of Patient Care
- o PHT 704 Introduction to Physical Therapy Practice & Ethics

This list is not exhaustive and other courses not on this list may be used in fulfillment of this requirement. Courses used should related both to the content area selected above and be relevant to preparation for service-oriented fieldwork. A program administrator can assist you in determining the eligibility of any courses.

*And build 50 hours of **related** field experience through an activity such as:*
- Volunteer or work experience in such areas as HIV/AIDS outreach, hospice, family planning counseling, emergency medical technician (EMT) or CPR teaching/certification, maternal health, and hands-on caregiving in a hospital, clinic, or lab technician setting
- Counseling or teaching in health subjects
- Working as a resident advisor, as a peer nutritionist, or as a sexually transmitted infections counselor or peer mentor

- Significant experience in mechanical repairs, construction, carpentry, masonry, plumbing, hydrology, or set design

Examples of field experiences include those in Nursing practicums (required for the degree), peer mentoring in the CSI Health and Wellness Center, and serving as a resident advisor in Dolphin Cove (student residence halls) among other opportunities. Like many CSI students, you may already be working or volunteering in the health care field locally and this experience can be used to fulfill your service requirement. For other students, CSI maintains strong relationships with the major health care providers on Staten Island where students often find volunteer positions with Northwell Health and Richmond University Health Systems.

3. **ENVIRONMENT**

Help forge a global movement to protect our planet. Volunteers lead grassroots efforts in their communities to protect the environment and strengthen understanding of environmental issues. They teach environmental awareness in elementary and secondary schools and to youth groups and community organizations, empowering communities to make their own decisions about how to protect and conserve the local environment. Volunteers also address environmental degradation by promoting sustainable use of natural resources.

If you choose Environment, take three courses from one of the following areas:
- Environmental Science or related field
- Biology
- Geology

Courses particularly relevant to service-oriented fieldwork are listed below. Students are encouraged to choose at least one course from the list below for inclusion in the three-course requirement:

- BIO 180 General Biology II
- BIO 213 Vertebrate Zoology
- BIO 230 Marine Biology and Oceanography
- BIO 321 Conservation Biology
- BIO 322 Evolution
- BIO 324 Developmental Biology
- BIO 360 Ecology
- COM 425 Media Regulations on Electronic Waste
- ESC 302 Hydrology

- ESC 402 The Science of Global Warming
- GEG 250 Conservation and Humanity
- GEO 102 Earth Systems History
- GEO 315 Residential Field Course
- GEO 410 Geospatial Data Analysis
- POL 261 International Organizations
- POL 364 International Negotiations and Conflict Management
- POL 323 Public Policy Analysis

This list is not exhaustive and other courses not on this list may be used in fulfillment of this requirement. Courses used should related both to the content area selected

above and be relevant to preparation for service-oriented fieldwork in environmental awareness and literacy. A program administrator can assist you in determining the eligibility of any courses.

*And build 50 hours of **related** field experience through an activity such as:*
- Educating the public on environmental or conservation issues, or working on environmental or sustainability campaigns
- Conducting biological surveys of plants or animals
- Gardening, farming, nursery management, organic or low-input vegetable production, or landscaping
- Providing technical assistance and training in natural resource management

Typical examples of field experiences include working with NYPIRG, the CSI Sustainable Student Organization, the Garden Club, the CUNY Service Corps, Snug Harbor Botanical Gardens, Staten Island Bike Paths, Bike Lanes & Greenways, Staten Island Greenbelt Trails, Greenbelt Conservancy, Fresh Kills Park Alliance, Protectors of Pine Oak Woods, NYC Urban Park Rangers, and The Climate Project.

4. **AGRICULTURE**

Lead grassroots efforts to fight hunger in a changing world. Agricultural Volunteers work with small-scale farmers and families to increase food security and production and adapt to climate change while promoting environmental conservation practices. They introduce farmers to techniques that prevent soil erosion, reduce the use of harmful pesticides, and replenish the soil. They work alongside farmers on integrated projects that often combine vegetable gardening, livestock management, agroforestry, and nutrition education.

If you choose Agriculture, take three courses from one of the following areas
- Business or economics
- Biology

Courses particularly relevant to service-oriented fieldwork are listed below. Students are encouraged to choose at least one course from the list below for inclusion in the three-course requirement:

- BIO 321 Conservation Biology
- BIO 324 Developmental Biology
- BUS 238 Ethical Issues in Business and Society
- MGT/ECO 230 Introduction to Managerial and Economic Statistics
- MGT 223 Public Administration
- MGT 314 Small Business Management

This list is not exhaustive and other courses not on this list may be used in fulfillment of this requirement. Courses used should related both to the content area selected

above and be relevant to preparation for service-oriented fieldwork. A program administrator can assist you in determining the eligibility of any courses.

*And build 50 hours of **related** field experience through an activity such as*:
- Working with a large-scale or family-run business involving vegetable gardening, farming, nursery work, tree planting or care, urban forestry, landscaping, livestock care and management, or fish cultivation and production
- Teaching or tutoring the public in environmental or agricultural issues/activities
- Working on the business management or marketing side of a commercial farm

There are many areas where this service requirement can be fulfilled on Staten Island and in NYC despite our urban nature. Organizations such as GrowNYC, NYC Agriculture, Brooklyn Grange, Battery Urban Farm, Randall's Island Urban Farm, Bushwick Campus Farm and Greenhouse, La Finca del Sur, and the NYC Parks GreenThumb Program (which boasts more than 600 sites throughout New York City) all work with volunteers and serve the community through support, education, and by providing space for urban agriculture.

5. **YOUTH IN DEVELOPMENT**

Empower the next generation of changemakers. Volunteers work with youth in communities on projects that promote engagement and active citizenship, including gender awareness, employability, health and HIV/AIDS education, environmental awareness, sporting programs, and info technology.

If you choose Youth in Development, take three courses from one of the following areas:
- Social Work
- Counseling
- Community Development
- Developmental Psychology
- Human Development
- Family Studies

Courses particularly relevant to service-oriented fieldwork are listed below. Students are encouraged to choose at least one course from the list below for inclusion in the three-course requirement:

- ANT 100 Understanding Our Worlds
- COM 200 Media and Culture
- EDC 316 Social Contexts of Early Childhood Education
- EDS 201 Social Foundations of Secondary Education
- GEG 102 People and Their Environment
- GEG 232 Social Geography
- GEG 275 Place, Race, and Racism
- PSY 213 Cross-Cultural Psychology
- PSY 235 Gender and Sexuality
- PSY 350 Prejudice and Social Identity
- SOC 100 People and Society
- SOC 202 Gender, Race, Ethnicity, and Class
- SOC 260 Class, Status, and Power
- SOC 328 Gender and Violence
- SWK 200 Introduction to Social Work
- SWK 305 Promoting Social Justice: The Intersection of Diversity and Disparities in Social Work

- SWK 306 Community Service Learning & Professional Development Seminar
- SWK 311, 312   Human Behavior in the Social Environment I, II

- SWK 322 Social Work Ethics and Human Rights
- SWK 370 Social Welfare Policy I: History, Trends and Fundamental Concepts

This list is not exhaustive and other courses not on this list may be used in fulfillment of this requirement. Courses used should related both to the content area selected above and be relevant to preparation for service-oriented fieldwork. A program administrator can assist you in determining the eligibility of any courses.

*And build 50 hours of **related** field experience through an activity such as:*
- Teaching or counseling in at-risk youth programs
- Activities that involve planning, organizing, assessing community needs, counseling, and leadership, in areas such as education, youth development, health and HIV/AIDS, the environment, and/or business
- Engagement through social work internships in youth organizations

Students in the School of Health Sciences Department of Social Work may be able to fulfill this requirement through practicums during your coursework. Other students can find ample opportunity in New York City with youth and community organizations through the NYC Mentoring Coalition which partners with Apex for Youth, Big Brothers Big Sisters of New York City, City Rock, Eye to Eye, iMentor, Let's Get Ready, Minds Matter, New York Public Library, One Hundred Black Men, the Thrive Collective, and more.

6. **COMMUNITY ECONOMIC DEVELOPMENT**

Harness 21ˢᵗ-century tools to help communities lift themselves. Volunteers work with development banks, nongovernmental organizations, and municipalities to strengthen infrastructure and encourage economic opportunities in communities. They frequently teach in classroom settings and work with entrepreneurs and business owners to develop and market their products. Some Volunteers also teach basic computer skills and help communities take advantage of technologies such as e-commerce, distance learning, and more.

If you choose Community Economic Dev., take three courses from one of the following areas:
- Business
- Nonprofit Management

- Accounting, Banking or Finance

- Computer Science and related majors

- o Graphic Design
- o Mass Communications
- o International Business

Courses particularly relevant to service-oriented fieldwork are listed below. Students are encouraged to choose at least one course from the list below for inclusion in the three-course requirement:

- o ACC 114,218 Introduction to Accounting I, II
- o ACC 300 International Accounting
- o ACC 305,314 Intermediate Accounting I, II
- o ACC 316 Government and Not-for-Profit Accounting
- o ACC 415 CPA Problems and Current Issues
- o ACC 422 Standards and Procedures of Financial Audits
- o BUS 102 Entrepreneurship
- o BUS 140 Business Communications
- o BUS 210 Government Policy and Multinational Enterprises
- o BUS 238 Ethical Issues in Business and Society
- o BUS 310 International Trade
- o BUS 420 Global Business Seminar: Doing Business Abroad
- o COM 115 Introduction to Design and Digital Media Environments
- o COM 150 Introduction to Communications

- o COM 200 Media and Culture
- o COM 312 Theories of Mass Media
- o COM 317 Information Design
- o COM 320 Motion Graphics
- o COM 370, 380 Web Design, Graphics, and Theory
- o COM 451 Advanced Design and Digital Media Workshop
- o CSC 135 Introduction to Information Systems
- o CSC 225 Introduction to Web Development and the Internet
- o CSC 226 Web Database Applications
- o CSC 300 Information Structures for Business
- o CSC 405 Applied Concepts in Information Systems
- o FNC 213 Money and Capital Markets
- o FNC 214 Money and Banking
- o FNC 240, 345 Managerial Finance I, II
- o FNC 360 Investment Analysis
- o FNC 415 Derivatives and Risk Management

This list is not exhaustive and other courses not on this list may be used in fulfillment of this requirement. Courses used should related both to the content area selected above and be relevant to preparation for service-oriented fieldwork. A variety of courses in a wide range of fields is applicable to assisting and building community economic development. A program administrator can assist you in determining the eligibility of any courses.

*And build 50 hours of **related** field experience through an activity such as:*
- Working with businesses, organizations, or cooperatives in accounting, finance, microfinance, management, project management, budgeting, or marketing
- Training others in computer literacy, maintenance, and repair
- Working in website design or working on an online marketing campaign
- Founding or leading a community- or school-based organization
- Starting and running your own business or other entrepreneurial activity

Examples of service in fulfillment of this requirement include working with the CSI Small Business Development Center, the CSI Office of Community Engagement, the

Staten Island Small Business Development Center, or working with many of the thousands of local businesses on Staten Island.

Peace Corps Tip!	*Nearly two-thirds of Peace Corps Volunteers serve in Education or Health. Coursework and meaningful experience in one of these areas—especially teaching English as a second/foreign language—produce some of the strongest candidates.*

2. **Foreign language skills**

> **Requirements vary by region of interest**

Most students must hone their capacity to interact professionally using a non-English language. Minimum course requirements vary by desired placement region. Most CSI students will complete language courses as a requirement of graduation. You can use these courses

❑ *Latin America*: Students indicating an intention to serve in Spanish-speaking countries must build strong intermediate proficiency, having completed two 200-level courses or learned Spanish through another medium.

❑ *West Africa*: Students indicating an intention to serve in French-speaking African countries must build proficiency in French or another Romance language, having completed one 200-level course or learned the language through another medium.

❑ *Everywhere else*: Students indicating an intention to serve anywhere else do not have explicit language requirements to complete the Program, but they should still be encouraged to study a foreign language.

Note: If you are a strong native speaker and hope to serve in a country that speaks your same language, you can skip this requirement!

3. **Intercultural competence**

> **3 approved courses *or* 1 2 courses + substantive intercultural experience**

Engaging thoughtfully and fluidly across cultures begins with one's own self-awareness. With this learning objective, you will deepen your cultural agility through **a mix of three introspective courses** in which you learn about others while reflecting upon your own self in relation to others. The goal is for you to build your capacity to shift perspective and behavior around relevant cultural differences. This requirement can also be fulfilled through the completion of 2 courses (at least on from the core below) and a substantive intercultural experience such as study, research, internship, or working abroad or volunteering or working in an immigrant community within the US.

Take at least 1 of these core courses:

- ANT 100 Understanding Our Worlds
- ANT 308 Anthropology of Human Rights
- ENH 209 Literature and Global Cultures
- GEG 275 Place, Race, and Racism
- HON 205 Non-U.S. Experience: Humanities
- HON 206 The Non-Western Experience: Social Sciences
- INT 200 Contemporary Global Issues
- INT 367 Globalization and the World System
- NRS 315 Cultural Immersion and Global Health
- POL 349 Comparative Human Rights
- PSY 213 Cross-Cultural Psychology
- PSY 350 Prejudice and Social Identity
- SOC 100 People and Society
- SOC 202 Gender, Race, Ethnicity, and Class
- WGS 203 Gender in the Contemporary World

And choose 2 additional electives from the above list or these below:

- AAD 167 The Black Experience
- AAD 204 Ethnomusicology of African Americans
- AAD 211 American Culture in Black and White
- AAD 225 Literature of Social Protest
- AAD 267 The Black Experience
- AAD 321 Race, Law, and Public Policy in the Contemporary United States
- AMS 101 America: An Introduction
- AMS 214 America in the World
- AMS 224 Religion in America
- AMS 231 American Myths and Realities
- AMS 306 Latinas/os in the United States
- AMS 311 The American Cultural Experience
- ANT 100 Understanding Our Worlds
- ANT 201 Cultural Anthropology
- ANT 205 Native American Societies
- ANT 225 Multicultural Literacy
- ANT 305 Power and Society in Latin America
- ANT 308 Anthropology of Human Rights
- ANT 331 Women and Work
- ANT 332 Social Movements and Social Justice
- ANT 350 Foraging Societies
- BIO 220 Healthcare Law and Ethics
- BIO 232 Social Problems in Biology
- CHN 308 Gender and Sexuality in China and Japanese Literature
- CHN 313 Advanced Communication Skills in Mandarin Chinese
- CHN 315 Languages in Contrast: English and Chinese
- CIN 206 African Americans in the Media
- CIN 208 Latina/o Media
- CIN 230 American Film and American Myth
- CIN 271 Women and Film
- CIN 325 East Asian Popular Culture
- CIN 326 Japanese Cinema: Theory & History
- COM 200 Media and Culture
- COM 206 African Americans in the Media
- COM 208 Latina/o Media
- DRA 350 Theater for Social Action
- DRA 352 Theater and Therapy
- EAS 245 Introduction to Asian Traditions

- EAS 344 Eastern Philosophy
- EDC 316 Social Contexts of Early Childhood Education
- EDS 201 Social Foundations of Secondary Education
- ENH 209 Literature and Global Cultures
- ENH 221 African American Literature
- ENH 223 Introduction to African Diaspora Literature
- ENH 224 U.S. Literature: Multicultural Perspectives
- ENH 225 Literature of Social Protest
- ENL 309 U.S. Literature in Comparative Contexts
- ENL 310 World Literature in Contexts
- GEG 102 People and Their Environment
- GEG 232 Social Geography)
- GEG 250 Conservation and Humanity
- GEG 252 Economic Geography
- GEG 260 Urban Geography
- GEG 264 Political Geography
- GEG 266 Environmental Ethics
- GEG 275 Place, Race, and Racism
- HON 205 Non-U.S. Experience: Humanities
- HON 206 The Non-Western Experience: Social Sciences
- HST 105 Contemporary African Issues
- HST 106 Africa Encounters Europe
- HST 182 Women's History and Feminist Theory
- HST 204 Introduction to Asian Civilization
- HST 206 Modern China
- HST 207 History of Africa
- HST 208 History of Modern Latin America
- HST 209 Modern Japan
- HST 210 History of Modern India
- HST 211 Japanese Civilization
- HST 212 History of the Ancient Near East
- HST 213 Chinese Civilization
- HST 217 Introduction to Women's History
- HST 222 Islam: Religion and Culture
- HST 234 Asian Tigers since 1945
- HST 236 Asian American History
- HST 262 African American History: 1619-1865
- HST 263 African American History: 1865 to the Present
- HST 264 The African Diaspora
- HST 265 History of the Caribbean
- HST 266 Peoples and Cultures of Africa
- HST 267 Contemporary African Issues
- HST 269 Blacks in Urban America: 1900-Present
- HST 284 The Soviet Union and Contemporary Russia
- HST 286 History of American Women
- HST 305 Women in Latin America
- HST 325 The Silk Road
- HST 327 The World of Late Imperial China
- HST 330 Nationalist Movements and the Process of Independence in Africa
- HST 331 Black Intellectual Thought in the African Diaspora
- HST 352 Resistance and Revolt in Latin America
- INT 100 International Studies
- INT 200 Contemporary Global Issues
- INT 201 Latin American Perspectives
- INT 203 Gender in the Contemporary World
- INT 230 Aspects Contemporary China
- INT 240 The African Diaspora: Interdisciplinary Perspectives
- INT 305 Power and Society in Latin America
- INT 307 Caribbean Societies
- INT 332 Social Movements and Social Justice
- INT 367 Globalization and the World System
- LNG 308 Gender and Sexuality in China and Japanese Literature
- NRS 305 Women's Health Issues Across the Lifecycle
- NRS 310 Interpersonal Dynamics for Professional Nurses
- NRS 315 Cultural Immersion and Global Health
- PHL 216 Ideas and the World: 600 BCE to 1600 CE

- PHL 217 Ideas and the World: 1600 to the Present
- PHL 233 Race Discrimination: A Philosophical Analysis
- PHL 238 Ethical Issues in Business and Society
- PHL 243 Comparative Religion
- PHL 245 Introduction to Asian Traditions
- PHL 266 Environmental Ethics
- PHL 344 Eastern Philosophy
- POL 250 Latin American Politics
- POL 251 International Political Economy
- POL 252 Middle East Politics
- POL 253 African Politics
- POL 256 East Asian Politics
- POL 343 Democracy and Democratization
- POL 349 Comparative Human Rights
- POL 353 China: Politics and Foreign Relations
- PSY 213 Cross-Cultural Psychology
- PSY 235 Gender and Sexuality
- PSY 268 Psychology of Women
- PSY 280 Psychological Perspectives on Religion
- PSY 350 Prejudice and Social Identity
- SOC 100 People and Society(IS)
- SOC 202 Gender, Race, Ethnicity, and Class
- SOC 230 Sociology of Women
- SOC 240 Minority Groups
- SOC 260 Class, Status, and Power
- SOC 305 Power and Society in Latin America
- SOC 306 Latinas/os in the United States
- SOC 307 Caribbean Societies
- SOC 313 Modern Korean Culture
- SOC 328 Gender and Violence
- SOC 330 Women and Work

- SOC 340 Ethnicity and Immigration
- SOC 350 Psychosocial Aspects of Disability
- SOC 371 Media and the Margins
- WGS 100 Women's History and Feminist Theory
- WGS 201 Introduction to Women's, Gender, and Sexuality Studies
- WGS 202 Gender, Race, Ethnicity and Class
- WGS 203 Gender in the Contemporary World
- WGS 204 LGBTQ Narratives
- WGS 217 Introduction to Women's History
- WGS 222 Women and Literature
- WGS 235 Gender and Sexuality
- WGS 240 Sex Roles and the Law
- WGS 266 Women in European Literature to the Renaissance
- WGS 267 Women in European Literature after the Renaissance
- WGS 268 Psychology of Women
- WGS 270 Women and the Fine Arts
- WGS 271 Women and Film
- WGS 286 History of American Women
- WGS 305 Women in Latin America
- WGS 308 Gender and Sexuality in China and Japanese Literature
- WGS 330 Women and Work
- WGS 353 Gender in the Francophone World
- WGS 368 Queer Studies
- WGS 369 Gender and the Negotiation of Difference
- WGS 375 Sex and Society(RLA
- WGS 384 Major Women Author I, II
- WGS 386 The Recovery of Women's Past
- WGS 389 Themes in American Women's History

Is there another course not listed above that you feel meets this requirement? Please discuss it with your PC Prep Coordinator.

Peace Corps Tip!	*Prolonged intercultural experiences—such as studying or volunteering abroad, supporting new immigrants or refugees acculturate to the United States, or volunteering in diverse schools—would also strengthen your Peace Corps candidacy significantly.*

Among the best ways to fulfill this requirement, understand what it is like to live abroad, and prepare yourself for the Peace Corps is to engage in an intercultural experience abroad. CSI offers over 35 study abroad programs ranging from 10 days to an entire semester abroad. All programs are open to all CSI students and an advisor at the Center for Global Engagement can help you find the right program.

For a study or volunteering abroad opportunity to be substituted for one elective course of this requirement it must be in a country that has at some point hosted Peace Corps Volunteers (the list of current and past countries is here: www.peacecorps.gov/countries).

Other intercultural experiences, such as helping new immigrants/refugees acculturate to the U.S. or volunteering in diverse schools, may also count with approval from the PC Prep advisor.

Students may complete more than one intercultural experience (each lasting at least 40 hours) and each may substitute for one elective course listed above.

4. **Professional and leadership development**

Resume and interview support + leadership experience

Peace Corps service and similar international development work opportunities are highly professional and selective. PC Prep requires **three specific activities** that will strengthen your candidacy for the Peace Corps (or any other professional endeavor):

1. Have your **resume** critiqued by someone in the Center for Career and Professional Development.
2. Attend a workshop on **interview skills** at Center for Career and Professional Development.
3. Develop at least one significant **leadership experience** and be prepared to discuss it thoughtfully. For example, organizing a campus event, leading a work or volunteer project, or serving on the executive board of a student organization. This experience can be within the CSI community or within the larger community. The CSI Office of Student Life creates educationally purposeful experiences for students that promote leadership, involvement, and success and would be appropriate avenues for this requirement.